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ABSTRACT

A profile of Oregon's Chapter 1 programs during the 1982-83 school year is provided. During that year, 8 percent of all Oregon students participated in Chapter 1 programs, and 21 percent of these belonged to an ethnic minority. Of the students who received Chapter 1 instruction, 59 percent had help in reading, 24 percent received help with math skills, and the remaining 17 percent worked on language arts or other subjects. Chapter 1 programs employed over 2,000 persons as teachers, aides, administrators, and other staff during 1982-83. Aides formed the largest employee group, and certified teachers formed the next largest. Most Chapter 1 students received "pullout" instruction. Chapter 1 programs were usually small, with two-thirds of the districts having ten or fewer students enrolled at each grade level. Over half of all public schools conducted programs, most running for 32 weeks. While elementary students in Chapter 1 programs typically spent 2.5 hours per week in a program class, high school students typically spent 4 hours. The highest percentage of students came from early grades. In 1982-83, Chapter 1 programs were generally effective in improving the achievement level of participating students. Oregon's results compared favorably with those of other states, especially in reading (at most grade levels). (KH)

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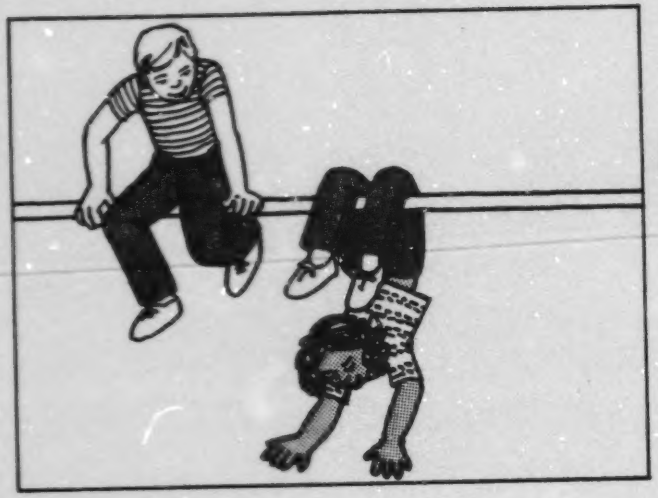

Chapter 1 in Oregon

FACTS & FIGURES 1982-83

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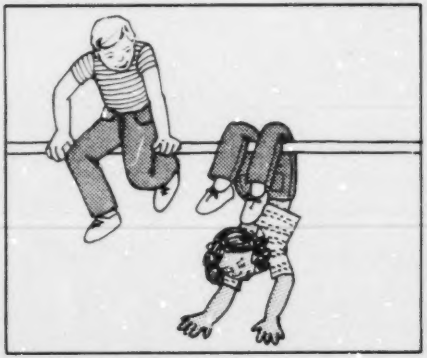


Chapter 1 in Oregon
FACTS & FIGURES

Chapter 1 is a compensatory program created by the Education Consolidation & Improvement Act of 1982. Its goals are to help educationally deprived children raise their achievement levels in school. This is often done by providing basic skills instruction in small group or individual settings.

In Oregon...

Chapter 1 funds are distributed to districts using an allocation formula based on poverty indexes.

Each school district must plan and carry out a special program that meets state and federal guidelines.

The district must:

- o select the most needy students in eligible schools
- o diagnose specific student needs
- o provide individualized instruction
- o evaluate student progress in meeting program objectives

WHO:

Both classroom teachers and Chapter 1 staff examine test scores and classroom performance to determine which students should be selected.

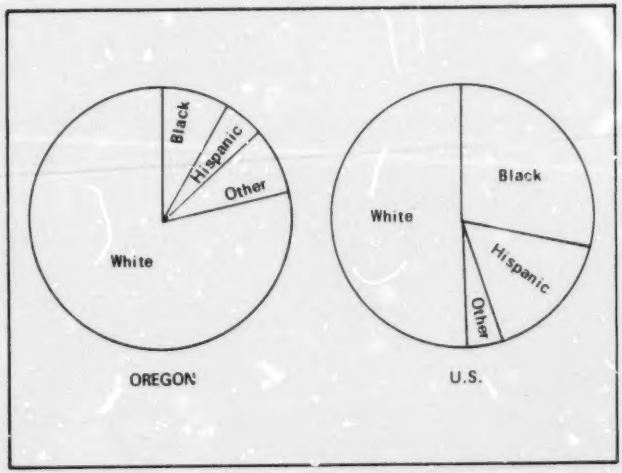
The 1982 fall pretest scores give a good indication that the students selected for the programs were, in fact, in need of remedial instruction. Statewide, the average percentile rank of a Chapter 1 student in reading and in math was near 30*. In other words, slightly more than 70% of the students in the United States scored higher than the typical Chapter 1 student in Oregon.

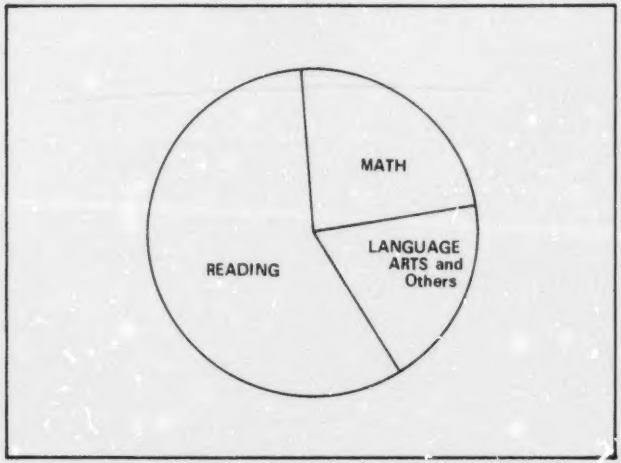
*Data used in these analyses were collected in the 1982-83 school year.

In Oregon...

35,861 students (8% of all students in the state) participated in Chapter 1 projects during the 1982 school year.

Approximately 21% of Oregon's Chapter 1 students belonged to an ethnic minority compared to 45% of the nation's Chapter 1 students. Although Oregon has a much lower proportion of ethnic minorities than the nation as a whole, each ethnic group contributes a larger share of students to Chapter 1 than they do to the general population in Oregon.





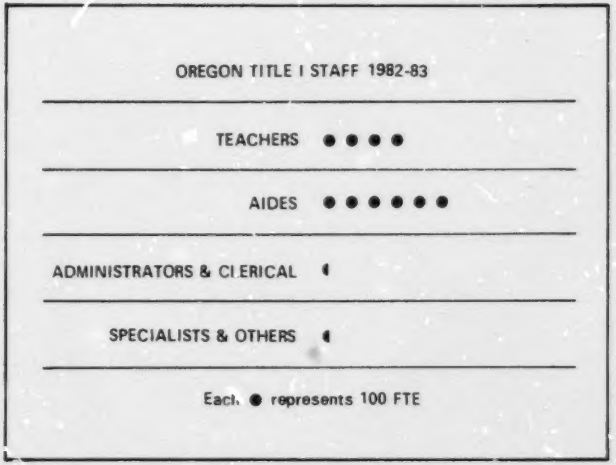
WHAT:

Fifty-nine percent of the students who received Chapter 1 instruction had help in reading, 24% received help with math skills, and the remaining 17% worked on language arts or other subjects. Some students attend more than one Chapter 1 class, although many of the smaller districts can only afford one program of instruction.

Chapter 1 programs are designed to meet the specific needs of their students. Group needs assessments and individual diagnoses are used to tailor curriculum to students' needs. Low student/teacher ratios, 4:1 in primary grades and 7:1 in high schools, enable teachers to work more closely with students.

In Oregon...

Chapter 1 programs employed over 2000 persons as teachers, aides, administrators and other staff during 1982-83. As can be seen in the figure to the right, almost half of the staff employed were aides, whose jobs were to assist certified teachers with Chapter 1 students. Certified teachers formed the next largest group and in combination with the aides comprised almost ninety percent of the Chapter 1 staff hired.



WHERE:

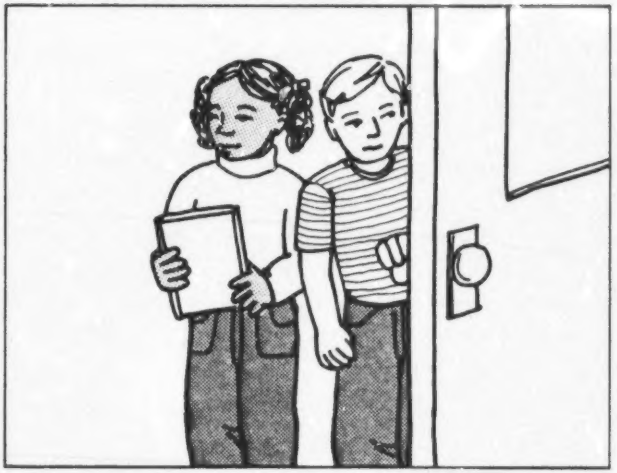
There are three different types of educational settings that are commonly used for Chapter 1 instruction. They are:

REGULAR: students are given instruction in their regular classroom by a Chapter 1 teacher or aide, PULLOUT: students are taken from their regular classroom to a specially designated Chapter 1 room for instruction, and LABS: a special type of learning area where students work primarily on learning machines.

The following table shows the percentage of all Chapter 1 programs using each type of setting. As you can see, PULLOUT and REGULAR are the most commonly used.

SETTING	PERCENTAGE OF CHAPTER 1 CLASSROOMS
Regular	17.0
Pullout	69.0
Labs and Others	14.0

In Oregon...



Chapter 1 programs were usually small, with 2/3 of the districts having ten or fewer students enrolled at each grade level.

The smallest Chapter 1 program in Oregon had only two students enrolled. The largest had nearly 8000 participants.

Most of the students came from public schools (98%), the rest from private schools.

Over half of all public schools ran Chapter 1 programs. Of school districts eligible for funds, 96% received them.

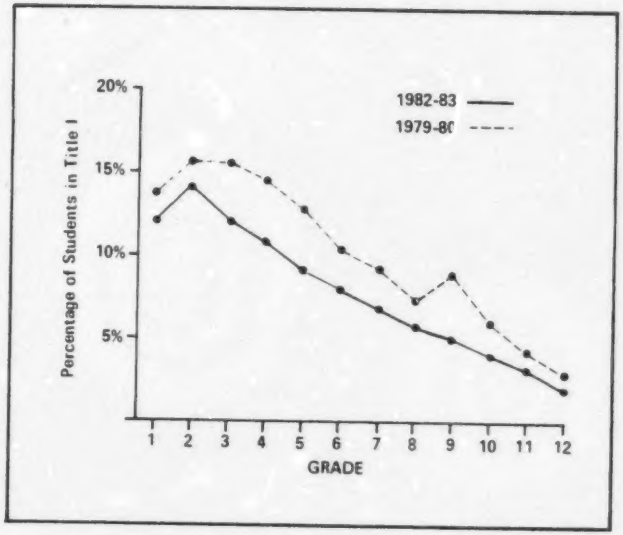
HOW LONG:

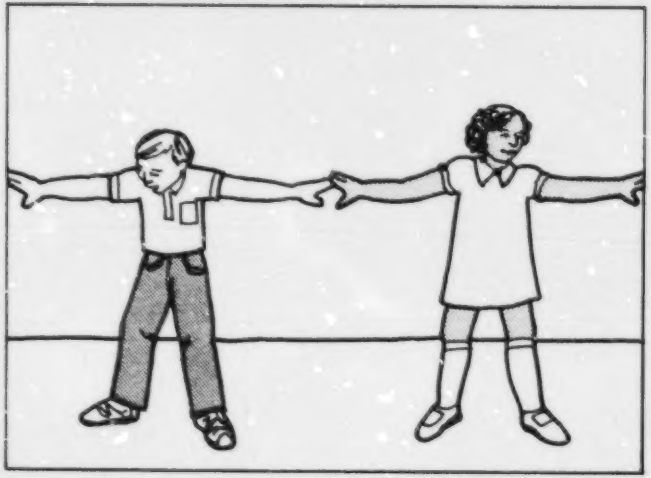
Most programs begin within the first month of school and continue to the end of the school year, an average of thirty-two weeks.

The number of hours of instruction per week that a student receives varies quite a bit as a function of grade level, subject, program type and district resources. For example, students in grades two through six generally spend two and a half hours each week on a Chapter 1 subject. This increases to an average of three hours per week in grades seven and eight. High school students typically spend four hours per week in Chapter 1 classes.

Over the years...

Chapter 1 programs have concentrated more on the early grades than the later ones. The graph to the right compares the percentage of students at each grade level in Chapter 1 for the 1979-80 and 1982-83 school years. As you can see, the early grades show the highest percentage of Chapter 1 students for both years. The main difference between the two years is that a smaller proportion of students are now participating in Chapter 1 programs. The 1982-83 proportions are almost identical to those of 1981-82.





HOW ACHIEVEMENT IS MEASURED:

For Chapter 1 evaluations, student learning is measured with standardized achievement tests in reading, math and language arts.

School districts choose specific tests that best fit their curriculum.

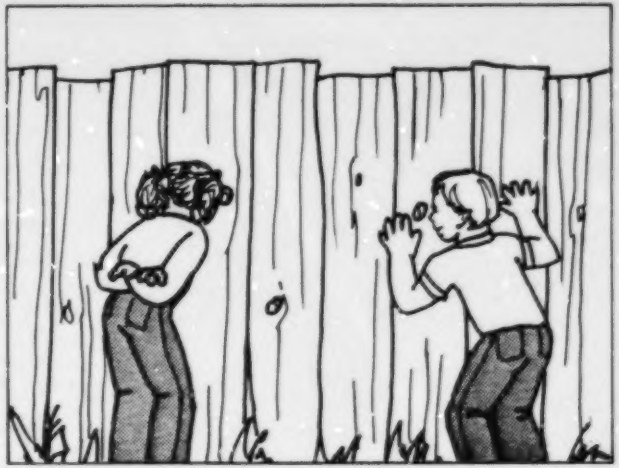
The most commonly used tests are: California Achievement Test, Comprehensive Tests of Basic Skills, Gates-MacGinitie Reading Test, Metropolitan Achievement Test, and Stanford Diagnostic Reading Test. Other tests include the Portland Achievement Levels Tests. Many teachers supplement these survey tests with diagnostic tests.

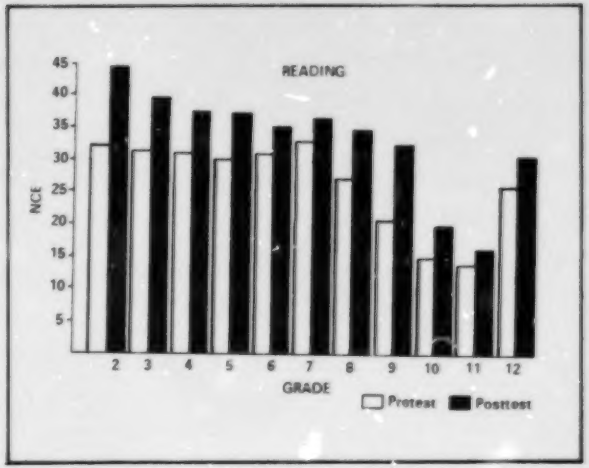
Tests are administered at the beginning of the program (pretest) and near the end (posttest). Most districts test in the fall and again in the spring. A few districts test only in the fall or only in the spring to reduce the amount of testing time. These districts use fall-to-fall or spring-to-spring results to assess students' growth.

Increases in achievement levels as reflected by tests are called gains. Several methods for measuring gains are used, but they all operate on the same principle.

Chapter 1 students' percentile ranks on pretests and posttests are compared with those of students who did not participate in Chapter 1 programs. Students not taking part in Chapter 1 activities should show little or no change in percentile rank over the school year. Chapter 1 students generally show increases.

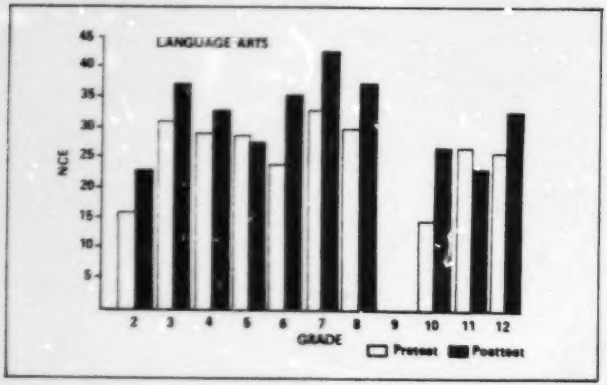
Gains are expressed in Normal Curve Equivalent scores. NCEs are similar to percentile scores, but they are easier to use in evaluations. Gains are expressed as the difference between a posttest NCE score and a pretest NCE score.

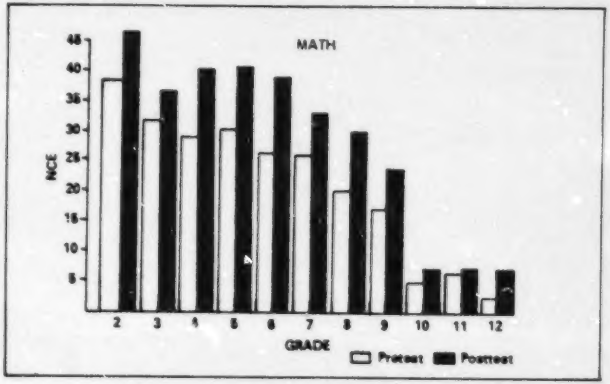




THE RESULTS:

Reading, language arts and mathematics programs in Oregon have been generally effective in improving the achievement level of participating students. In the accompanying figures, you can see that the average posttest performance was higher than on the pretest at all grades for reading and math. For language arts this was not always true.

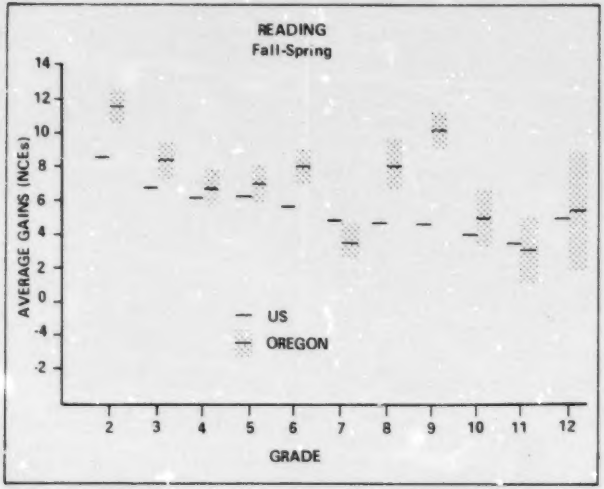


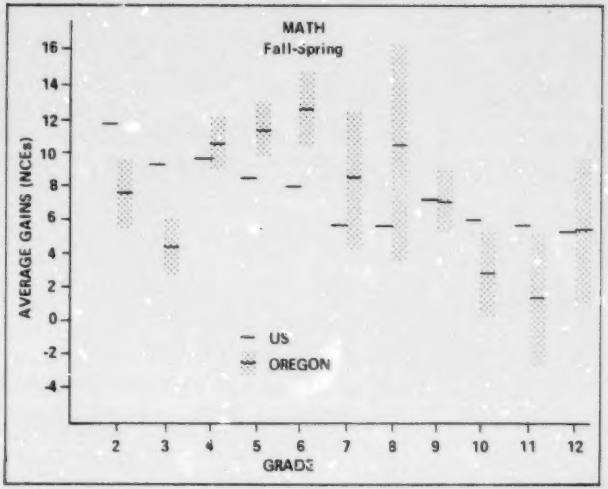


In Oregon...

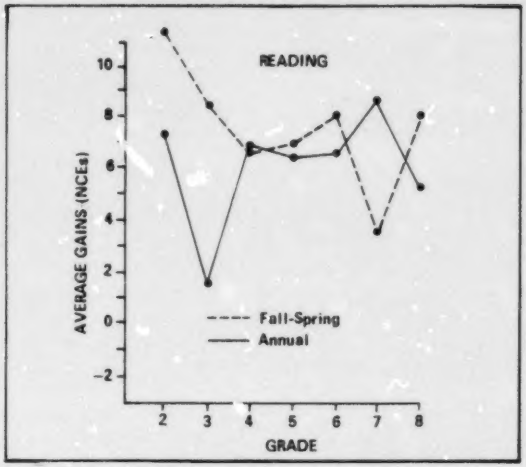
The gains for Chapter 1 students in 1982-83 compare favorably to those of other Chapter 1 students across the country.

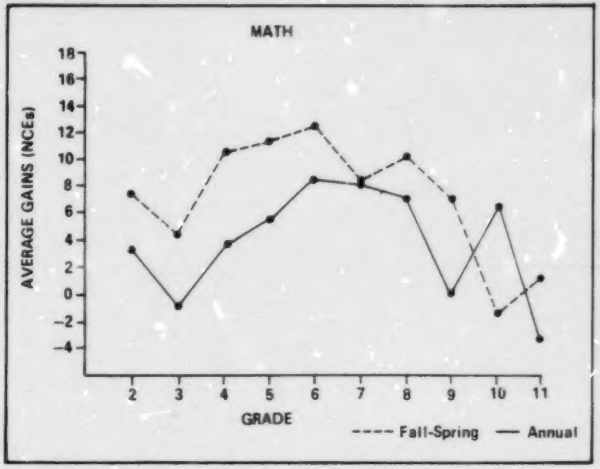
In reading, the gains for Oregon students were slightly larger





on the average than the national average at most grade levels. The gains were lower, however, for students tested fall-spring in grades seven and eleven for reading. In mathematics, the gains for Oregon's middle school students -- grades 5 through 8 -- were higher on the average than the national results. However Oregon students in grades 2, 3, 10 and 11 had lower gains than the national average gain. These results are similar to those of the 1981-82 evaluation.





It is important to remember that gain scores are affected by influences other than the amount of student learning. The most significant outside influences are grade level, subject matter and testing cycle. For example, both graphs indicate that students' tested in Fall and Spring usually show higher gains than those using annual evaluation cycles. Past gains have typically been higher for elementary students than high school students. This trend was not evident in this year's data, however.

This report was compiled from data turned in to the Oregon State Department of Education from those districts on the FY 1983 evaluation schedule. We wish to thank all persons involved in the evaluation process for their cooperation in providing good and timely information to us.

Cliff Eberhardt, OR DOE
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